DOCUMENT RESUME

ED 251 336 SO 015 974

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TITLE The Teacher Enrichment/Awareness Curriculum Hierarchy (TEACH). Model for Teacher Inservice Training and Professional Growth in American Public School Education: Rural Schools.
INSTITUTION Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE Aug 84
NOTE 25p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Change Agents; Course Content; Elementary Secondary Education; *Global Approach; *Inservice Teacher Education; Instructional Materials; Learning Activities; Models; Resource Materials; Skill Development; *Social Studies; Supervisors; Supervisory Methods; Teacher Participation; Teacher Role; Teaching Methods

ABSTRACT

The Teacher Enrichment/Awareness Curriculum Hierarchy (TEACH) stresses the interactions among and interrelatedness of subject matter (content and skills), teaching methods, the organization of the classroom instructional process, and instructional materials and resources. The model presented is used to help social studies teachers use a global approach; however, the program can be used to train teachers in any subject area. In the TEACH program, teachers review a K-12 global education curriculum guide and identify the knowledge, skills, and attitudes to be taught at each grade level. A curriculum outline is developed. Teachers then work closely with the school district's staff development committee and design a personalized plan for continued professional growth. Inservice activities are designed to train teachers in the various content and skills areas and to help them develop appropriate learning activities. A sample teacher plan is provided. The social studies supervisor's role in the inservice program is discussed, and ways in which the National Council for the Social Studies publication "In Search of a Scope and Sequence for Social Studies" can provide an organizational basis for TEACH are examined. (Introductory pages present the statement and purpose of global education.) (RM)

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# The TEACHER ENRICHMENT/AWARENESS CURRICULUM HIERARCHY (TEACH) Model for Teacher Inservice Training and Professional Growth in American Public School Education: Rural Schools

Richard Peters, ED D

GLOBAL HORIZONS

OCT 1984
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SP 015 974

AUGUST 1984

## ABOUT THE AUTHOR

Dr. Richard Peters is founder/projects director of GLOBAL HORIZONS: The Center for Applied Eco/Social Studies.

In 1971, Dr. Peters received the Doctor of Education degree in Curriculum from The University of Rochester (NY).

He is experienced as a classroom teacher of the social studies (grades 5-12); social studies department chairman (grades 9-12); K-12 social studies curriculum coordinator; ESEA Title III project curriculum designer (grades 7-9); administrator/director of a five year (NIE funded) EXPERIMENTAL SCHOOLS project for K-12 educational program development and research.

Currently, Dr. Peters is a member of Alpha Kappa Delta, Delta Tau Kappa, a member of the Executive Board of the New Hampshire Council for the Social Studies, and a member of the International Activities Committee of the National Council for the Social Studies (NCSS) as well as Co-Chairman of the committee to develop a program of international study/ curricular projects with colleges and universities.

Dr. Peters has directed the development/delivery/implementation of MAN AND HIS ENVIRONMENT, PEOPLE IN THEIR ENVIRONMENTS (PIE), and the HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP). He has been published in professional periodicals, and by the ERIC system, since 1969, and in 1983-1984 classroom activity packets re: 18th - 19th - 20th Century European History were commercially published by Christopher Lee Publications. In 1976, the National Council for the Social Studies published "How To Teach About Human Beings and Their Environment" .

THE CENTER FOR APPLIED ECO/SOCIAL STUDIES

PERSPECTIVE

According to the GLOBAL 2000 REPORT TO THE PRESIDENT (1980), environmental problems do not stop at national boundries.[1] In 1981, the National Council for the Social Studies (NCSS) (in its position statement on global education) stated that technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships. Increased human interactions across national and continental boundries increase the potential for both cooperation and conflict.

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1 GLOBAL 2000 REPORT TO THE PRESIDENT. Council on Environmental Quality (Washington, DC: U.S. Government Printing Office, 1980)

"Developing an awareness and understanding of the world"

The day-to-day lives of average citizens, as well as the destinies of nations, are being influenced by our growing international, cross-cultural links. In May 1984, scientists and scholars from around the world; meeting in Washington, DC for the GLOBAL POSSIBLE conference, called for international mobilization to deal with population, poverty, pollution, energy, and the planet's renewable resources - the forests, fisheries, agricultural lands, wildlife, and biological diversities.

Because the human species has the capability to alter the environment on a global scale, we are at the point in time where we must plan and manage our use of the environment.

WE, as a nation as well as a global community of concerned citizens, must be better prepared to identify and investigate issues and problems which affect natural and social (human-made) environments, and must be equipped with the knowledge and skills needed to make crucial decisions - and then the ability/commitment to enact problem-solving strategies.

GLOBAL EDUCATION: STATEMENT AND PURPOSE

In order to create a global generation of 'stewardship concerned' citizens, there is a need to educate our youths by enhancing their awareness of/exposure to diverse natural and social environments within the global community. "The future can be bright if the nations of the world start to act now to achieve a sustainable human society." [2]

One way to insure the creation of a generation of 'stewardship concerned' citizens who will act to achieve sustainable human societies, on an international scale, is the infusion of global education into K-12 curricula.

As defined by the National Council for the Social Studies, global education strives to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasingly greater interdependence.

The basic goal of global education (in the curriculum) is to prepare young people to be human, rational, participating citizens in a world that is becoming more-complex and challenging.

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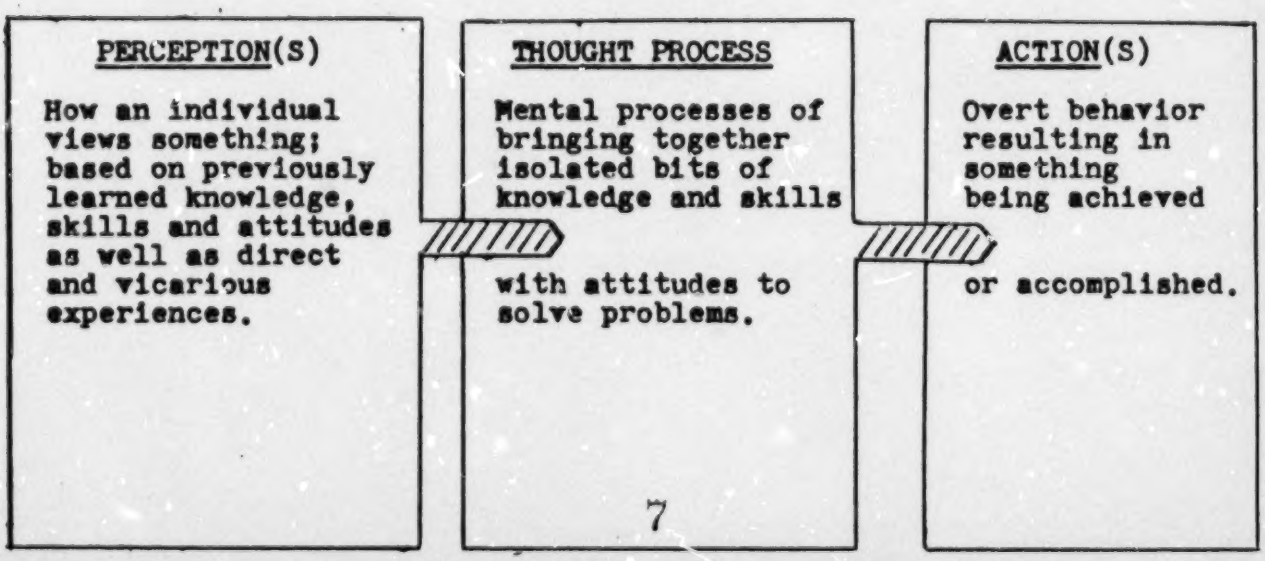
2 GLOBAL POSSIBLE Conference statement, Washington, DC May 1984

HELP

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies has developed a continuous - integrated - sequential instructional strategy designed to affect student awareness of/exposure to the diversities/similarities found within the natural/social environments of the global community.

The HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP) is 'continuous' in that instructional elements are present at each grade level (K-12); 'integrated' in that content and concepts as well as skills are an integral part of social studies instruction throughout the grades; and 'sequential' in that knowledge/skills/attitudes learned and instilled in previous grades are applied-enriched-refined-reinforced from grade-to-grade (K-12).

The Proactive Action Model (PAM) is designed to actively involve students in processes of content knowledge/skills acquisition and application in direct/vicarious learning activities. The three step process of perceptual development, critical thinking and decision making, and action is diagramed as follows:


PERCEPTION(S)
How an individual views something; based on previously learned knowledge, skills and attitudes as well as direct and vicarious experiences.
THOUGHT PROCESS
Mental processes of bringing together isolated bits of knowledge and skills
with attitudes to solve problems.
ACTION(S)
Overt behavior resulting in something being achieved
or accomplished.

## THE TEACHER'S ROLE IN GLOBAL EDUCATION

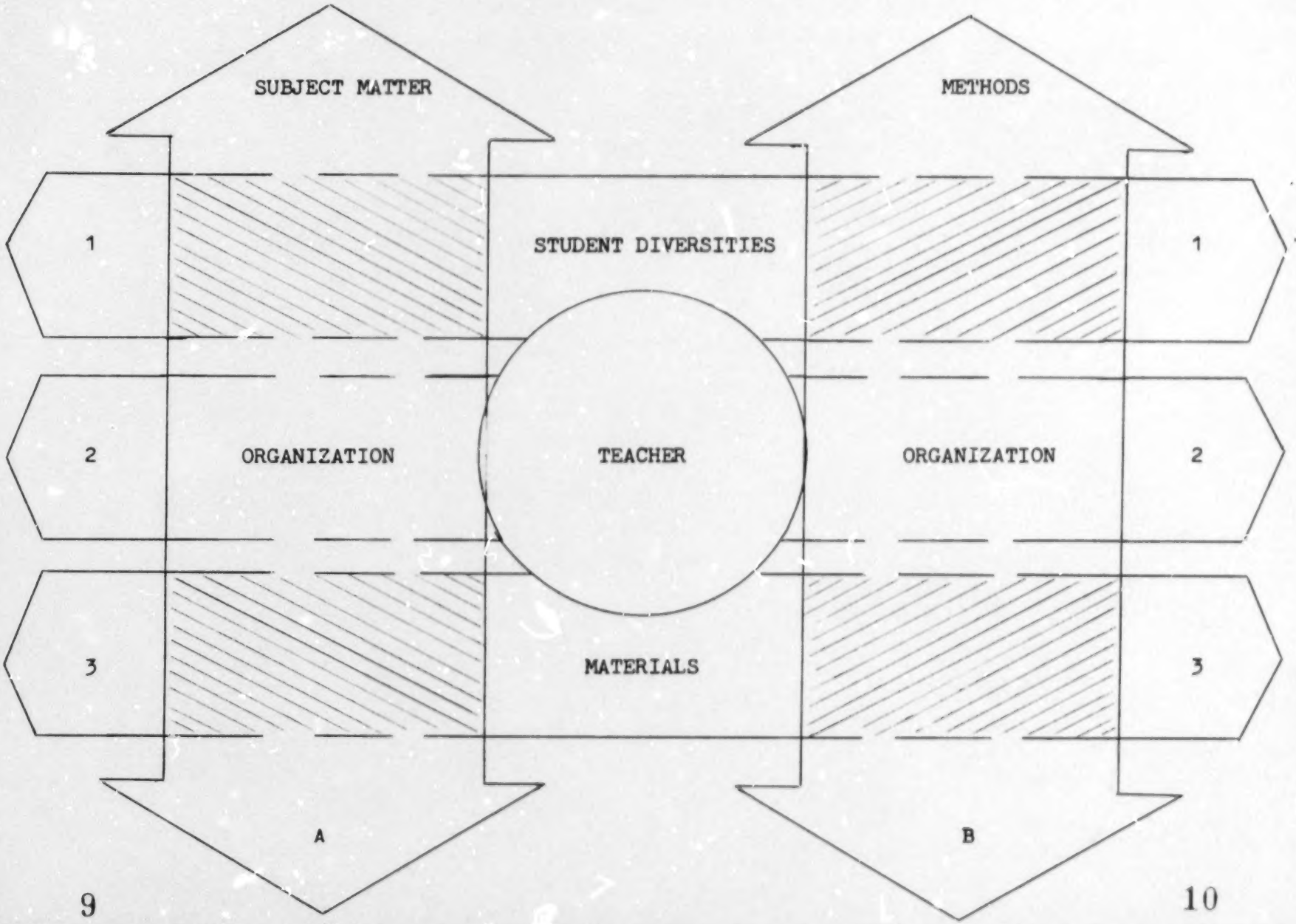
In order for global education to be successfully infused into existing social studies curricula, there is a need for classroom teachers to be prepared in content knowledge/skills and acquainted with instructional materials, pedagogical techniques, and assessment strategies.

Because direct student exposure to/interaction with community resources; people and places, is a critical element in the perceptual development re: lifespace environments (natural and social), teachers must be keenly aware of the nature/character of lifespace environments as well.

There is a need for teachers to be involved with inservice training herein referred to as the TEACHER ENRICHMENT/AWARENESS CURRICULUM HIERARCHY (TEACH) program.

TEACH directly involves teachers in demonstrations/lectures (re: instructional material hardware/software, pedagogical techniques, assessment), field trips into the community, workshops, and hands-on experiences for skills training/application/refinement/reinforcement. TEACH systematically provides opportunities for the attainment/mastery of knowledge and skills re: affective, cognitive, and motor skills development.

TEACHER ENRICHMENT/AWARENESS CURRICULUM HIERARCHY (TEACH) INSERVICE TRAINING MODEL

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The TEACH INSERVICE TRAINING MODEL (in global education or any other subject matter area of the curriculum) stresses the interactions among/interrelatedness of subject matter (content/skills) and pedagogical strategies with student differences (abilities/interests), the organization of the instructional process in the classroom, and primary/secondary instructional materials and resources.

Each component of the TEACH model is treated on an on-going basis, and collectively - the components are interrelated both in theory and practice.

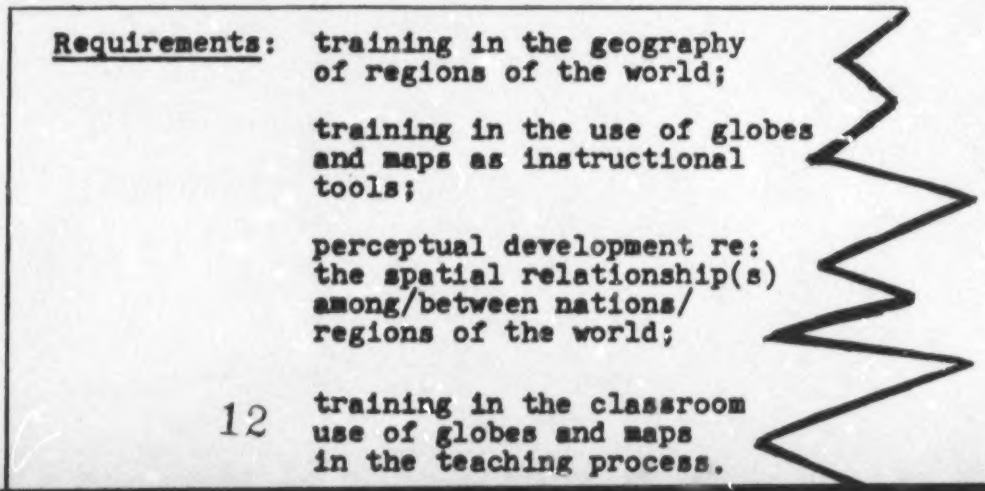
Prescriptive Action Plans. Even though the typical global education program is multi-grade in nature and construct, there is not always the need for every teacher of global education to be involved in the same inservice activities. Sometimes there is a need to treat teachers of global education, at different grade levels, in different ways ... because both their needs and those of their students differ from others along the K-12 instructional continuum.

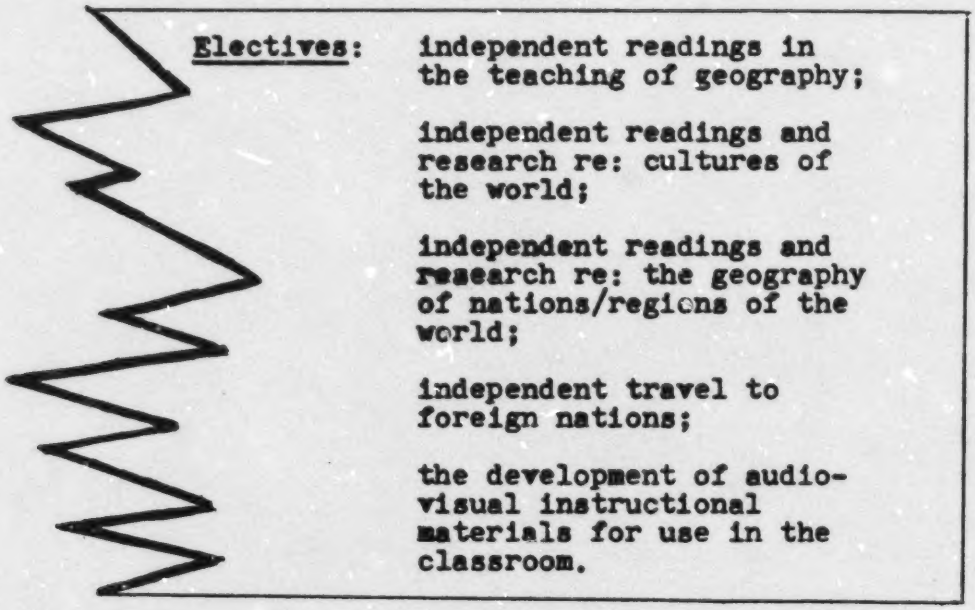
In order to design inservice activities/learning experiences to suit the immediate/long-range needs of teachers and students at specific grade levels or blocks of grades...there is a need to carefully review the detailed K-12 global education curriculum guide and to identify the knowledge/skills and attitudes applicable to teachers and students, alike. Once specific grade-level knowledge/skills/attitudes have been identified, activities and experiences must be designed. Thus, each teacher assists the school district's STAFF DEVELOPMENT (inservice) COMMITTEE in

designing a 'personalized' plan for continued professional growth. Each plan is prescriptive in that both required and 'elective' activities are enumerated. Required activities are designed to meet the needs of the curriculum outline for a specified grade as well as the instructional needs of students. Elective-type activities are related to the field of instruction, but are activities which an individual teacher chooses to become involved.

For example:

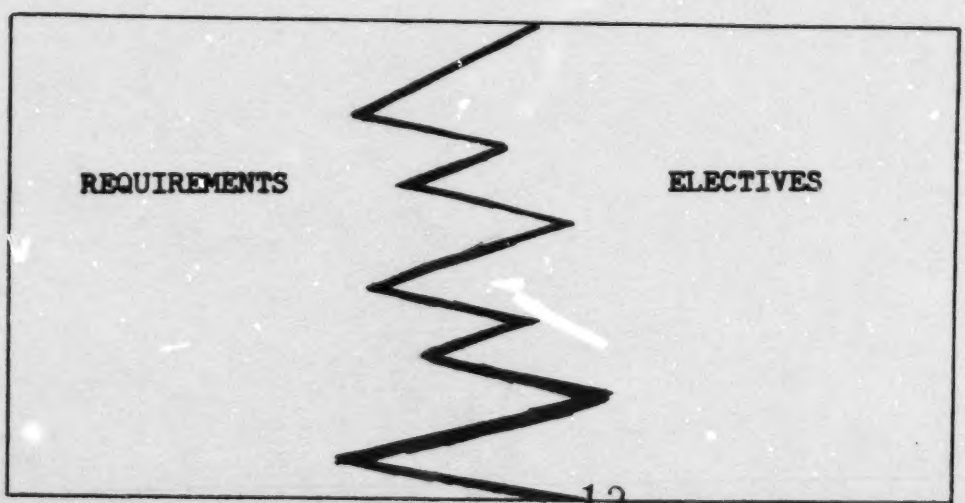
> At grade five, emphasis is placed on globe/map work related to the spatial relationship(s) between two selected nations/regions of the world. Students must be skilled in knowledge related to geography as well as in the use of globes and maps.
>
> Classroom teachers at grade five must be skilled in geography and the use of globes and maps. Thus, a typical prescriptive inservice training plan for a fifth grade teacher would include:


Requirements: training in the geography of regions of the world;
training in the use of globes and maps as instructional tools;
perceptual development re: the spatial relationship(s) among/between nations/ regions of the world;
training in the classroom use of globes and maps in the teaching process.


Electives:
independent readings in the teaching of geography;
independent readings and research re: cultures of the world;
independent readings and research re: the geography of nations/regions of the world;
independent travel to foreign nations;
the development of audio-visual instructional materials for use in the classroom.

While each aspect of the total inservice training plan is unique unto itself, the combination of Requirements and Electives results in a strategy for the total improvement of knowledge/skills related to global education instruction at grade five.

The interfacing of Requirements and Electives results in a new entity; the total prescriptive plan for continued professional growth.



To summarize, the purpose of TEACH or any inservice training program is two-fold:

1. Teacher awareness of and exposure to concepts, content, materials, pedagogical strategies, and skills related to newly emerging/adopted programs and established subject matter areas of the K-12 curriculum;

2. Knowledge and skills enrichment in more-familiar content and skills (e.g., English, mathematics, science, social studies) areas of the typical curriculum.

Research conducted from 1973 - 1978 (by this author) as part of the NIE-funded EXPERIMENTAL SCHOOLS project in New Hampshire SAU #58 evidenced several characteristics of a successful inservice training program. [3]

1. The subject matter and content, skills, methods or techniques taught as well as the techniques of instruction used by a workshop instructor have a direct effect on inservice training relevance to teachers' needs.

2. The location and time of inservice training activities have a marked effect on the success of any inservice training program. NOTE: the closer-to-home, the better and during the course of the school day ... on a release-time basis.

3. The types and variety of materials displayed are important considerations when attempting to affect teacher awareness/understanding.

4. Depending upon the grade level(s) of the teacher audience ... some prefer highly structured 'course type' presentations while others prefer hands-on type activities.

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3 "Inservice Training", THE COMMON (University of New Hampshire: New England Program In Teacher Education, June 1977)

## THE SOCIAL STUDIES SUPERVISOR'S ROLE IN INSERVICE TRAINING

The effective supervisor must be a change agent! In order to successfully introduce global education into the social studies curriculum, and to involve elementary/secondary teachers in the TEACH inservice program, the supervisor must be knowledgable in the field.

The supervisor, as well as classroom teachers, can become involved in subject matter training which involves:

1. enrollment in college/university-level courses;
2. participation in regional workshops;
3. independent study involving, among other things, a review of ERIC;
4. involvement in fellowship travel/study programs such as the Fulbright Summer Seminar program and travel to Japan sponsored by the National Council for the Social Studies (NCSS) and JISEA (Japan Institute for Social and Economic Affairs);
5. contacts with state department of education resource people/consultants;
6. exposure to/experience with new instructional materials and techniques.

Within a given school district/system, the social studies supervisor can:

1. work in the classroom with teachers as a master teacher - demonstrating ways to present global education content/concepts/skills as related to instructional materials and pedagogical strategies;

2. prepare a series of content/skills-oriented mini lessons on video tape. These instructional materials can be incorporated into large group workshops, used by teachers on an independent study basis, or used for instruction with small numbers of teachers...on a building-by-building basis.

3. identify and incorporate community resources; people and places, into the on-going inservice training program. Expose teachers directly to environmental lifespace phenomena.

4. expose the teaching staff to subject matter resource people from institutions of higher learning, state departments of education, professional organizations, interest groups, commercial publishers, etc.

5. expose the teaching staff to new and innovative ideas/programs/materials being developed/used in other school districts/programs.

6. create a release time program by which individual teachers/groups of teachers are directly exposed to other programs in other school districts/systems.

7. create a professional library related to global education (and/or any other subject matter area of the social studies curriculum).

The social studies supervisor must be an innovator and a change agent as well. The supervisor must possess the ability to work <u>with</u> people, and must be able to affect the attitudes/behaviors/values of teachers in positive ways - - for the betterment of students and instructional programs.

ESSENTIAL SKILLS AND TEACH INSERVICE TRAINING

If a given school district/system cannot find an organizational basis for its TEACH inservice training program (re: global education or any aspect of the K-12 curriculum) all it has to do is look to the National Council for the Social Studies.

NCSS's In Search of a Scope and Sequence for Social Studies report of the Task Force on Scope and Sequence (1983) outlines essential skills which students should possess and exhibit. It should be noted that these skills are not the exclusive domain of the social studies, but are skills which have direct application to all areas of the instructional curriculum; K-12.

To quote from the report, "to have a skill means that one is able to do something proficiently in repeated performances". Basic skills are "critical to achievement...because without them the student cannot meet the requirements and expectations" of the curriculum. "Skills...are important vehicles in learning concepts, searching for information, gaining insight into values and beliefs, and in learning other skills." [4]

Skill learning requires sequential development, systematic instruction, and practice or application. The report goes on to say that "using and applying skills is the best form of practice, provided enough supervision is given to preclude practicing incorrect forms of the skill(s)". The key phrase in this statement is ... "provided enough supervision is given".

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4 "In Search of a Scope and Sequence for Social Studies", SOCIAL EDUCATION (Washington, DC: National Council for the Social Studies, April 1984)

Thus, it becomes critical to the success of the skills development process (and to student mastery of specific skills) that teachers are, themselves, masters of the skills and have the ability to 'teach' those essential skills to others. Mastery of essential study/research/critical thinking/decision making skills becomes the 'core' of the TEACH inservice training program!

## THE ESSENTIAL SKILLS

### Skills Related to Acquiring Information

| | |
|---|---|
| Reading Skills: | comprehension<br>vocabulary<br>rate of reading |
| Study Skills : | find information<br>arrange information |
| Reference and Information Search Skills : | the library<br>special references<br>maps, globes, graphics<br>community resources |
| Technical Skills Unique to Electronic Devices : | computer<br>telephone/television information networks |

### Skills Related to Organizing and Using Information

| | |
|---|---|
| Intellectual Skills : | classify information<br>interpret information<br>analyze information<br>summarize information<br>synthesize information<br>evaluate information |

Decision Making Skills : identify situations
collect data
identify alternative courses
make decisions based upon data
take action

Skills Related to Interpersonal Relationships and Social Participation

Personal Skills : express convictions
communicate beliefs
adjust behavior
recognize mutual relationships

Group Interaction Skills : contribute to the group
participate in activities
assist in setting goals
participate in duties

Social Skills : keep informed
have opinions/express them
work to achieve goals
accept social responsibility

Using the TEACH inservice training model (reference to Page 6) classroom teachers responsible for skills development among students at prescribed grades can be involved in skills attainment/application/refinement/reinforcement via:

1. specific skill-oriented workshops wherein teachers are formally introduced to the skill(s), are allowed to practice the skill(s), and then required to apply the skill(s) in a structured learning situation.

2. demonstration(s) of skills teaching which is then emulated by the classroom teacher. This activity involves video taping and then self/other evaluation of the individual performances.

3. classroom teachers watch video taped skills-oriented mini lessons (as conducted in real classrooms) and critique them. Discussions will allow each participant to express his/her views.

4. lesson development (writing) sessions wherein teachers will be given a skill or a series of skills to introduce to students...at prescribed grade levels. Each teacher must develop a formal lesson and indicate how he/she will 'teach' the skill and work with students.

5. instructional material workshops wherein teachers design and create instructional (audiovisual) materials related to skills teaching...for use in their classrooms.

6. regional workshops wherein teachers meet with fellow professionals from other schools/programs and exchange 'how to do its'.

7. community resource-based discussions/seminars wherein teachers interact with people from the world-of-work and other community-based organizations ... to discover how skills taught to students in classrooms are later used in the 'real world' of the community.

8. the creation of survival (minimum) competency skill-based curricula (in all subject matter areas) ... for purposes of identifying the critical/essential 'elements' of each subject.

IN RETROSPECT

In 1983, eight major reports on the state of public education in the United States were released to the general public; the most-noted and publicized being A Nation At Risk.

Collectively, these reports noted that the decline of American public education was due, in part, to a lack of the financial resources needed to "pay for... curriculum changes (and) teacher retraining"[5].

REPORTS

A NATION AT RISK (U.S. Department of Education)

A PLACE CALLED SCHOOL (Danforth, Ford, others)

ACTION FOR EXCELLENCE (Education Commission for the States)

EDUCATION AND ECONOMIC PROGRESS (Carnegie Corporation)

EDUCATING AMERICANS FOR THE 21ST CENTURY (National Science Foundation)

HIGH SCHOOL (Carnegie Foundation for the Advancement of Teachin

MAKING THE GRADE (Twentieth Century Fund)

PROJECT EQUALITY (College Entrance Examination Board)

In Recommendation D: Teaching, the A Nation At Risk report concentrated on the preparation of teachers.

1. Persons preparing to teach should be required to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline.
   NOTE: The same requirements should be part of the inservice training/professional growth

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5 "Diagnoses, Cures for Ailing System", Boston Sunday Globe, October 2, 1983.

process for the recertification and renomination for employment (of in-service teachers and other professional staff) at the local school district/ system level.

2. Salaries should be performance-based, and tenure/retention decisions should be tied to an effective evaluation system.

3. Eleven-month contracts for teachers would ensure time for curriculum and professional development.

4. Development of career ladders that distinguish among beginning instructors, experienced teachers, and master teachers.

5. Utilization of nonschool personnel resources (mathematics and the sciences in particular) to begin educating/ retraining teachers.

6. Involvement of master teachers in designing teacher preparation programs, and supervision of teachers during their probationary years.

In May (1984), a Gallup Poll was conducted among 1515 adults for Phi Delta Kappa's 16th annual school survey. Fifteen percent of those surveyed blamed the decline of American public education on poor curriculum, while approximately two-thirds (66%) of the sample favored merit pay. In its summary statement, the Gallup organization noted that Americans are more favorably disposed toward the public schools today than at any time in the last decade.

In its 1984 study of the American teaching profession (Managing the Incompetent Teacher) the Institute for Research

on Educational Finance and Governance, and the Clearinghouse on Education Management (CEM) urged school systems to develop written review systems which meet specified criteria ... as a means of safely and effectively weeding out bad teachers.
NOTE: A written review system should be incorporated into a school district/system inservice training program.

## SUMMARY

Teacher inservice training/professional growth is critical to the success of any endeavor to overhaul and improve the K-12 curriculum.

In this paper, the author has focused in on global education ... but the comments made herein apply equally to any-and-all subject matter areas of the typical school curriculum.

Because teachers work with students, and are accountable for the knowledge/skills acquisition of their charges, inservice educators must constantly update their information and techniques re: instruction in the various realms of the multigrade instructional program. Also, if a continuous-integrated-sequential program of instruction is to work ... every teacher along the K-12 continuum must be aware of what comes before-and-after his/her specific grade and the prescribed content/skills to be taught to students.

The teacher at grade five, for example, must be aware of the training and preparation students will bring to his/her class (from previous grades), and must also know what types of application/reinforcement activities will follow in grade six ... and beyond. In essence, each teacher needs to know his/her 'niche' in the overall scheme of K-12 instruction.

The inservice training program must be well-articulated in its statement-of-purpose as well as in its operational format; including provisions for the formal/periodic assessment of teacher performance both in the classroom and in matters related to required/elective activities for professional growth.

The individual school district/system has a responsibility to provide a quality inservice training program for staff growth and development. The educational system thus becomes as accountable as the professional staff for inservice growth and development. The system must be willing to provide the financial resources necessary to create and maintain a quality inservice program.

TEACH is but one strategy which can be employed in a given school district/system to ensure on-going teacher training and enrichment. Irregardless of the system used, inservice training must be constantly monitored ... to make certain that the program offerings are relevant to student/teacher needs, are up-to-date with contemporary issues/programs, and improve the quality of instruction/learning (K-12). Thus, the program must be assessed on a regular basis ... and not left to evolve by happenstance.